**School or District Report**

1-4: Due before April 1st:

5+5a:Due before June 1st:

Email to mpickreign@onboces.org and posted to district website.

**Results of Assessment Review and Action Plan**

Prepared by: Andrew Krazmien, Lewiston Porter Central Schools (team leader/members)

Submitted to: Mike Pickreign (School Headmaster or District Superintendent)

\*Webpage link to reported results: http://www.lew-port.com/cms/lib/NY19000328/Centricity/Domain/442/titc assessment review results and action plan.docx

1. What assessments were reviewed during the assessment review process?

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| Total number reviewed: 65  Summary of review process: 4 Administrators, 2 Teachers (1 Elementary, 1 Secondary) Artifacts were collected by the teachers and brought to committee to be reviewed. |

2. What did the analysis reveal? (capture summarizing statements in a well-crafted paragraph or two)

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| We did see a variety of question/assessment types:   * Multiple choice questions * Essay questions * Projects * Running records * Journals * Manipulatives/puzzles   We found there was a little imbalance between the level of higher and lower order questions (Blooms Taxonomy). We saw that that for the most part there was a limited amount of differentiation in assessments and some of them could be made to be more rigorous.  For the most part, we saw that to administer these assessments – instruction had to stop and assessment took place. When the assessment was over – instruction resumed.  We need to see how our assessments align with our curricular practice. NAE was a common answer because we didn’t have maps attached – but a good instructional practice to implement would be to do some back mapping and make sure that the assessments are aligned to the material being taught. |

3. What conclusions did the team draw from analysis? And, what new questions (needing further investigation) emerged about the assessment repertoire?

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| **Who will attend the 5 day design? Why this team?**   * We had 5 teachers attend the 5 day design conference. We had 3 secondary teachers and two elementary teachers. We wanted to make sure that we had people attending from both elementary and secondary to share what they learned about the assessment process with their colleagues and share tips and strategies of assessment design they learned from the workshops.   **Additional conclusions/findings:**   * We need to look at striking a balance between test prep and “real world” prep. Teachers don’t know how or don’t see the use of higher order thinking skills in all assessments. * We need to look at doing a summer curriculum project to better align assessments over the summer. We need to create a more comprehensive blueprint of our curriculum maps and see how we can better assess our instructional practice. * I think it would be beneficial (not sure if feasible) to have district participants come together in the summer and discuss their work. Ideas could be shared as to how we could take these strategies and implement them into Professional Development opportunities that could be offered through BOCES. |

4. What assessments will be eliminated, revised, and added to the repertoire examined?

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| The following assessments will be eliminated:   * All Pre-Assessments have been eliminated as part of our APPR process. In all a total of 61 assessments are no longer administered to students at the beginning of the year.   The following assessments will be revised:   * Our formative/summative assessments given as final exams at the end of the year are going to be revised to make sure greater emphasis is being placed on writing and creation of original student product(s).   The following assessment(s) will be designed:   * We will be looking to design more assessments where the assessment is imbedded into the pedagogy and instruction does not have to stop. |

5. What future work is the team recommending? (to continue review, to gather more data, to revise or design performance-based assessments, additional PD, etc.)

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| This year (2015-2016) there would will be extensive summer curriculum work that will be offered to the Lewiston Porter faculty. Curriculum work will be centered around assessment with two goals in mind:   1. Making assessment authentic (embedding into instructional practice with minimal loss of instructional time. 2. Placing a greater emphasis on writing and aligning those assessments to the Common Core Learning Standards.   We will work with CSIPD from O/N BOCES along with CSLO from Erie 1 BOCES in working towards these two assessment goals. |

5a. In what ways will parents/community specifically be engaged in the future work of assessment in your district? (Public notification, Invitation to design, Community Partnerships, PTA/PTSA meetings and comments, etc.)

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| Currently, parents do not play a role in the assessment process of students. There may be discussion in the future of including parents into the discussion of assessments, but at this current time parents do not participate in the assessment process. |